

**Encourage Physiology for Learning**

(eat well, exercise, good sleep)

**Build positive relationships**

(time, conversations, interests, greet, smile)

**Manage classroom proactively**

(Attention to engagement, Seating, rules, transitions, reactions, proximity, signals, non-verbal cues, reinforce effort-provide recognition, I messages, PROMPT strategy,

7 step interaction, goal setting, visual schedule, attention signals, opportunities to respond, growth mindset)

**Establish rules and procedures-**

(3 to 5, common definitions, use

discipline referral system, teach

expectations)

**Use Motivational System**

(5 to 1 positives, Good Behavior Game, access to privileges )

**Demonstrate and deliver pro-social skills**(deliver selected Socio-Emotional Learning and Social Skills curriculum with fidelity)

**Assess students with behavioral screening**

**Targeted Group Strategies**

**Some Students**

**Universal Strategies**

**All Students**

Support Check-in-Check-out monitoring , support for establishing momentum, pre-correction, feedback, reinforcement and goals

Determine appropriate, individualized incentives

Negotiate agreements for behavioral contracts, self-monitoring or school/home notes, class pass

Collect behavior data (aggressive, disruptive, social skills, depressive, anxious, inattention, diagnose, progress monitor.

Additional assessment strategies: administration and analysis of diagnostics, progress monitoring methods and documentation.

Explicitly and systematically deliver content/skills or remediation in shorter, scaffolded segments, to targeted groups with increased time, repetitions, feedback, intensity, frequency, duration and engagement.

Support student goal setting, connecting effort with achievement.

**Intensive**

**Individual**

**A few students**

Individualized assessments for detailed levels of performance -establish goal s and trend lines, evaluate impact.

Support established decision rules for student placement and instructional delivery techniques

Deliver specific evidence-based intervention strategies with implementation fidelity in sessions with greater frequency, intensity

And time to practice.

Maintain points and levels systems

Maintains progressive responses to problem behavior, de-escalation

Demonstrates consistency across staff

Supports reinforcement system, i.e. honors room/boring room

Support self-governance meetings

**Additional Components of NE Teacher Frameworks:**

**Foundational Knowledge**

**Content-**Subject knowledge and skills

**Pedagogy**-research-based strategies, assessment and interventions

**Students-**intellectual, social, emotional and physical development of students, learning differences, cultural and societal influences; accepts responsibility for student growth and achievement

**Standards-**Awareness of local, state and national standards and impact on planning and teaching

**Planning and Preparation**

**Integrates foundational knowledge with established curriculum-**develops units, lessons and activities to meet goals, adapts lessons, uses strategies intentionally,

**High Expectations and growth of learning and achievement**-relevance , differentiation, engagement

**Uses variety of resources and technology**

**Professionalism**

**Ethical and responsible-** Self-reflects, continuous improvement, pursues professional development, confidentiality, adheres to policies, maintain accurate records and data

**Vision and Collaboration**

**Promotes school vision-**Participates in vision, mission and goal development, CIP,

**Collaborates-**communicates to build relationships with students, parents, , staff, community to enhance learning

**BEHAVIOR** students

**ACADEMICS** students

**RtI2 TIERED MODEL for INSTRUCTIONAL-ASSESSMENT STRATEGIES and LEARNING ENVIRONMENT**

Based on McREL, PBIS , behavioral support system w/ Browning Wright

(Based upon McREL, PBIS and behavioral support system by Diana Browning Wright )

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Based upon McREL, EDI, Hunter, Schmoker and RtI

**Initial Instruction:**

**Introduce learning objective**

**Use engagement strategies**- (participation by all students, pair-share, white boards, complete sentences, track-read-gesture with me) and **Checks-For-Understanding** (ask, pause, pair-share, non-volunteers, provide feedback.)

**Activate prior knowledge:** (universal experience or sub-skill review)

**Build concepts/vocabulary:** (definitions, kinesthetic/visuals, examples/non-examples, student practices and responds)

**Develop skills with steps: (**graphic organizers, model, explain, demonstrate, rule of 2)

**Guide practice:**  (matched problems for each variation, check and correct if 2 are incorrect, ask why, collaborative peer practice)

**Develop Relevance**-(personal, real-life, academic reasons)

**Provide Closure**-(students pair share for concept, skill, importance, share)

**Develop Independent Practice** to match objective and work with small groups that need further support.

**Extended Instruction and Application of Knowledge (when appropriate):**

(Remind students of the objective and provide opportunities to identify similarities and differences or generate and test hypotheses: a writing assignment, laboratory experiment, field experience, problem-solving project, or inquiry task.

Assist students to evaluate their presentations and work in regard to the objectives. )

**Administer and analyze assessments:**  (checks for understanding, selected or open –ended

Responses, essay, performance, interview, screeners, state testing, norm referenced.)

**Differentiate**: (students at all levels can understand, remember and retrieve:

Rehearsal-familiarity strategies, note-taking, annotate text

Elaboration-multiple pathways-paraphrase-summarize, metaphor, analogy

Organization-relationships, compare, outline, map, graphic organizer

Ask to justify answers- How? Why?)

**Support learning of academic English language**:

Speak clearly Teach vocabulary! Connect to cognates/affixes Sentence frames

Define idioms Visuals & realia Replace pronouns with nouns

Clarify passive voice Graphic organizers Gesture-facial expressions

Structure language practice in talking and writing with partners, small group, whole class